DOCUMENT RESUME

ED 029 828 SP 002 620

Diplomate in Collegiate Teaching: Preliminary Information.
Miami Univ., Coral Gables, Fla. Graduate School.
Pub Date [69]
Note-9p.
EDRS Price MF-$0.25 HC-$0.55
Descriptors-College Instruction, *College Teachers, *Degree Requirements, *Graduate Study, Professional Education, *Teacher Education
Identifiers-D.C.T. Degree, *Diplomate in Collegiate Teaching, University of Florida

In September 1969 the University of Miami will inaugurate a new degree program designed to fulfill the needs of the small liberal arts and junior colleges for fully qualified instructors in the arts and humanities, the social sciences, and the natural sciences. In range of specialization the Diplomate in Collegiate Teaching (D.C.T.) lies somewhere between the Master of Arts and the Doctor of Philosophy. It is a liberal arts degree with a specialized teaching approach. The curriculum will consist of 60 semester credits of work beyond the bachelor's degree: 40 credits in the academic disciplines distributed between the student's major discipline and related fields of interest: 12 credits in professional education courses developed for the program; and 8 credits of electives in which the student's interest is given free rein. The professional education segment consists of three two-credit courses (The Nature of the College Student, The Nature of Collegiate Instruction, and American Community College Program) plus a six-credit Internship in Community College Teaching. The program's objective is the development of skilled instructors who will be prepared to teach both the fundamental specialized courses in an academic discipline and the broad base, related, interdisciplinary courses which form the foundation for general education in the first two years of college. (Included in the degree description is information on admissions procedures, counseling services, and financial aid.) (JS)

ED029828

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

UNIVERSITY OF MIAMI THE GRADUATE SCHOOL

Diplomate in Collegiate Teaching

Preliminary Information

A New Degree in College Teaching

In September, 1969, the University of Miami will inaugurate a new degree program designed to fulfill the needs of the small liberal arts and junior colleges for fully qualified instructors in the arts and humanities, the social sciences, and the natural sciences. This degree, unique in the field of graduate education, is entitled the Diplomate in Collegiate Teaching.

The Diplomate in Collegiate Teaching

The increasing demands for college-level instructors who will devote their entire efforts to teaching, rather than to an emphasis on research with teaching relegated to a secondary role, has led the University of Miami to institute this new degree program. Other programs with which the D.C.T. might be compared either fail to meet the high level of academic knowledge desirable in the college instructor (the Master of Arts in Junior College Teaching and the Education Specialist), or fail to provide the necessary emphasis on teaching rather than on research (the Doctor of Arts or Candidate in Philosophy and the Doctor of Philosophy). Only the Diplomate in Collegiate Teaching combines a high degree of academic competence in the candidate's chosen field with the teaching skills necessary to impart this information to the college student.

In range of specialization, the D.C.T. lies <u>somewhere</u> between the Master of Arts and the Doctor of Philosophy. It is not an intermediate degree in the conventional sense that an extension of present activities would lead to a Ph.D. or an Ed.D., but rather a terminal degree in its own right. It cannot reasonably be termed a Specialist degree because its purposes aim just as emphatically toward the development of broadly prepared generalists as they do towards people who are knowledgeable in one field of learning.

SP002620

It is not preliminary to the Ph.D. because it does not have the strong dedication to research culminating in the dissertation which characterized the doctorate; nor does it require an almost exclusive concentration in a single field of specialization; nor does it insist that practically all of the work be at the advanced graduate level. It should be stressed, above all, that the D.C.T. is not a professional degree in the field of education, but rather a liberal arts degree with a specialized teaching approach. This new and unique effort has been mounted to prepare highly qualified and competent men and women who, while characterized by more than a passing interest in research, have a deep and lasting commitment to teaching.

Curriculum

The curriculum for the Diplomate in Collegiate Teaching will consist of sixty semester credits of work beyond the Bachelor's Degree. This will include forty credits distributed between the student's major discipline and related fields of interest, twelve credits in professional education courses developed for this program, and eight credits of electives in which the student's interest is given completely free rein. The program will have as its objective the development of skilled instructors who will be prepared to teach both the fundamental specialized courses in an academic discipline and the broad base, related, interdisciplinary courses which form the foundation for general education in the first two years of college. The graduates of the program will have scholastic depth in a single discipline and a breadth of course work in related fields which will provide an insight into one of man's three major areas of primary knowledge: The arts and humanities, the natural sciences, and the social sciences.

Academic Courses: At least forty credits of the course work in the program will be in the academic disciplines. In order to tailor the requirements to the specific needs of the individual student, no rigid division of credits-so many in the major and so many in the related fields-will be stipulated Instead, the student's advisory panel reviews his record and

determines with him what he should take to fulfill the requirements in his major and in the related fields.

For example, a biology major may have a fine background in his specialty but may need additional work in chemistry and physics. The advisory panel might then decide that of the forty credits in the academic discipline, more than half should emphasize the related fields. Thus a program might be set up to include twelve credits in physics, sixteen in chemistry, and twelve in the biology specialty.

All of the course work in the major field (e.g. biology) will be on the graduate level. A unique variation, however, permits a considerable portion of the work in the related fields (e.g. chemistry and physics) to be at the under-graduate level. In this fashion, the student faces work at a high level of sophistication in his own field while undertaking studies in the related fields at a level of comprehension appropriate to his experience and ability.

A grade of "B" or better in each undergraduate level course is required in order to obtain credit. A "B" average must be maintained in graduate courses.

Education Courses: In the area of professional education, the student will be required to take the following courses which have been especially designed for this program, or to present satisfactory equivalents:

Course No. 1 The Nature of the College Student. Two credits. A study of the psychological needs, sociological values, and philosophical orientations of contemporary young adults in college. Designed to help prospective faculty members understand how today's youth views itself, the world, and its education, and why it responds as it does.

Course No. 2 The Nature of Collegiate Instruction. Two credits. How to organize the knowledge in one's discipline for reasonable comprehension, and how to present it. The course will utilize micro-teaching and other techniques as the student develops course outlines and evaluated self-

instruction procedures and effective means of teacher utilization.

Course No. 3 American Community College Program. Two credits. History, present status, and future trends of the liberal arts and junior college.

Course No. 4 Internship in Community College Teaching. Six credits. A complete program in observation and supervised teaching in a liberal arts or junior college. The student spends half a day for the full semester or the equivalent in a liberal arts or junior college, participating in all the activities of the teacher under the guidance of a supervisor from the University staff and a directing teacher from the liberal arts or junior college. Included is a seminar helf with the University supervisor once a week.

Once the candidate has demonstrated his ability as an instructor, arrangements can be made to permit him to teach up to six credits at one of the nearby liberal arts or junior colleges. Thus he can increase his experience, continue his work toward the degree, and at the same time receive a modest income. The University of Miami itself will also expect some of the participants to teach sections of freshman and sophomore level general courses in their major, under the close supervision of experienced instructiors. Arrangements recently completed by the Graduate School will enable graduate students (including candidates for the D.C.T.) to be employed as laboratory assistants at Miami-Dade Junior College. This procedure will permit candidates to gain even more experience by working with students in an informal, personal fashion, and will also allow them to learn the essentials of laboratory organization and maintenance, another important requirement for good science instructors. Efforts will be made to extend similar relationships into other disciplines in the near future.

Elective Courses. Eight credits in the course of study are given over to electives. These may include further study in the field of specialization or the related fields, in professional education courses, or in any other field

which interests the student. This last alternative is highly encouraged in view of the D.C.T. philosophy of the well rounded teaching personality.

Admission Procedures

Teachers and college graduates holding the Bachelor's degree or any degree beyond the Bachelor's are invited to apply for admission. They should obtain and submit the following documents:

1. Application form

2. Transcript of course work (undergraduate and graduate)

3. Three letters of recommendation

4. Graduate Record Examination report.

Three faculty advisory panels - one each in the arts and humanities, the social sciences, and the natural sciences - have been constituted by the University with a representative from each department or program in the area plus a representative from the School of Education. Each applicant's file is reviewed by that faculty panel which includes his major field. The Director, as representative of the Graduate School, sits on all panels.

The panel either interviews the applicant or, if this is impractical because of time or distance, considers his written request for admission, Quantitatively, the student's grades should reflect a "B" or 3.0 average and the G.R.E. score should be 950 or more. The panel has the authority however, to modify admission requirements if such action can be shown to be warranted. In addition to the standards described above, the panel also bases its decision upon subjective criteria such as an indicated sense of personal commitment to teaching, clarity of professional goal identification, the opinion of previous instructors, and a willingness to be mobile if professional opportunity beckons. When all factors have been evaluated, the panel

approves or rejects the application. The panel's recommendation for admission may be overruled if the chairman of the major department or his representative on the panel refuses to accept the applicant.

Counseling

Once an applicant has been approved for admission he and the Director will meet with the representatives from the School of Education, from his major field, and from two or more related disciplines to evaluate his background to date. They determine how much additional course work he requires in the major, in the related fields, and in professional education. These arrangements are agreed upon by all concerned and become binding.

The Director of the Program, as an administrative person of the Graduate School, will be one of the primary contact and guidance persons for the degree candidates. He will review the records of applicants, enforce admission policies, arrange for and work with the advisory panels, place students in teaching positions, maintain contacts with the liberal arts and junior colleges, be available for personal counseling of students, aid in placement after the degree is awarded, conduct the program of evaluation and follow-up, and generally facilitate administration of the program. In addition to the guidance provided by the Director, every student in the program may also consider either the chairman of his major department, his representative on the advisory panel as a counselor to whom he may turn for assistance.

Financial Aid

There are several means by which candidates for the D.C.T. may receive financial aid during their period of study. Part-time teaching assignments in connection with the Degree program itself have already been discussed. In addition, the following possibilities are open:

A limited number of Federal Government fellowships has been made available. These fellowships cover all University costs (tuition, registration and laboratory fees, etc.) plus a stipend of $2500 per year while the student is studying for the D.C.T. Application is made through the University of Miami.

Certain colleges, known as "Developing Institutions" have received government grants (National Teaching Fellowships) under Title III (Developing Institutions) of the Higher Education Act. Faculty members of these institutions are eligible to apply for these grants of $4000 per year of study in order to obtain advanced degrees. Application should be made through the faculty member's home institution.

Candidates for the D.C.T. are also eligible to apply for a University Scholarship, covering cost of tuition at the University of Miami. Application should be made to the Graduate School, University of Miami.

Acceptability of the D.C.T.

There is no question that the current short supply of qualified instructors in the small liberal arts and junior colleges is becoming more and more acute. The growth of the two-year community college movement is expanding rapidly throughout the country; in Florida alone the number of junior colleges has increased from five to twenty-six in the past twelve years, and the number of liberal arts colleges has increased from six to twelve. There are three colleges of this type within twenty miles of the University of Miami's main campus.

In January, 1968, a survey was made of the ten southeastern states to ascertain whether a need for such a program as the D.C.T. exists. While the questionnaire dealt only with junior college enrollments and teacher needs, the replies were revealing. Not only are junior college teachers currently in short supply, but the states also anticipate an extended rise in junior college enrollment over the next five years, and none foresees improved

teacher availability in the future. Comparable statistics, while perhaps not as dramatic, can be cited for new liberal arts colleges in this section of the country.

The needs of the junior colleges are specifically for instructors who can teach, skillfully and intelligently, the broadbased subject matter of the general education courses covered in the first two years of college. At this particular level of instruction, the emphasis is of necessity on teaching rather than on research, on broadening rather than on specializing the student's range of knowledge and interest. On the other hand, the instructor must himself be thoroughly informed on his subject, with preferably more training than can be obtained in a single year of graduate study. Furthermore, at this delicate point in the student's education, the instructor's understanding of the learner's personality and way of thinking is essential. The Diplomate in Collegiate Teaching is designed specifically to fill these needs.

In the development of the Diplomate Program, the University of Miami has sought the advice and assistance of many leaders in higher education, particularly those interested in undergraduate education in the South. They have agreed, unanimously, that there is a need for programs of this nature, and would gladly publicize and recommend students to participate in it. Many administrators who have endorsed the program indicate that they would be willing to use the D.C T. or its equivalent as a criterion for promotion and salary increases.

Although the larger universities have not been specifically taken into consideration under this program, the fact that they do have liberal arts colleges and that they teach undergraduates is itself an indication that there is a need for these teachers in those schools too. Demands for improved undergraduate instruction, for more personalized teacher-student relationships, for instructors with true interest and dedication toward college teaching have been becoming more and more insistent. The possibility that the Diplomate in Collegiate Teaching might offer a solution to these problems should not be overlooked.

For further information write to: Director, Diplomate Program
The Graduate School
University of Miami
Coral Gables, Florida
33124

APR 1 1969

DIPLOMATE IN COLLEGE TEACHING

Application Form

If you wish to apply for admission to the Diplomate in Collegiate Teaching Program, please complete and return this form to:

Diplomate in Collegiate Teaching Program
c/o The Graduate School
Ferre Building
University of Miami
Coral Gables, Florida 33124

1. NAME _____

2. ADDRESS _____
Street City State Zip

3. WHAT IS YOUR CURRENT EMPLOYMENT? (a) College Instructor
(b) Student
(c) Other (please explain)

4. IF CURRENTLY TEACHING, PLEASE IDENTIFY SCHOOL, COLLEGE, OR UNIVERSITY WHERE YOU ARE EMPLOYED:

(Name and Location)_____

_____

5. WHAT IS YOUR ACADEMIC MAJOR? _____

6. LAST DEGREE RECEIVED? (a) Date_____

(b) Institution Awarding the Degree

_____

(c) Degree Awarded_____

7. HAVE YOU TAKEN THE GRADUATE RECORD EXAMINATION (yes) (no)

8. IF THE ANSWER IS YES, LIST THE YEAR IN WHICH YOU TOOK THE EXAMINATION_____.

2-12-69
cjw